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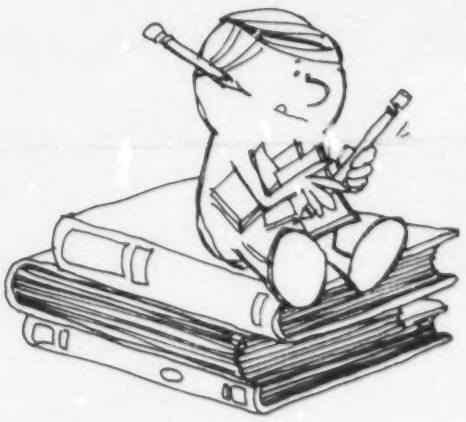
ABSTRACT

A learning station, as defined in this document, has six components: 1) it is located somewhere in space; 2) it is designed to enable the student to reach a specific objective(s); 3) logical directions are provided for the student; 4) multilevel activities are available; 5) assessment procedures are clearly defined; and 6) a means of recording student progress is included. The document goes on to describe station format, activities, learning atmosphere, lesson plans, and the grouping procedures necessary for its best function. The instruction processes are outlined in connection with behavioral goals, the ways of introducing the station to learners, record keeping, and program evaluation. An example of the instructional design is given to clarify the processes. For the beginning teachers, this information kit includes suggestions for evaluating programed materials and refers to various instructional sources. It lists auto-tutorial equipment and materials and their manufacturers, ERIC documents related to the learning station concept, and other bibliographic materials. (CH)

ED 088442

HOW TO BUILD A LEARNING STATION:

EVERYTHING A TEACHER SHOULD KNOW



BARBARA MANUEL
January, 1974
Westford Public Schools

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INTRODUCTION

This Learning Station Information Packet has been compiled for your use. It is the result of a Needs Assessment Questionnaire that was completed by selected Westford Elementary School Teachers in which the majority showed an interest in seeking information about the Learning Station Concept.

This search was undertaken as part of the requirements for Course ME 918 titled Communication of Educational Information, directed by Dr. Richard J. Lavin, Executive Director of Merrimack Education Center.

The first step taken by the search for information on the Learning Station Concept was termed "negotiation" -- a step that enabled selected teachers to interact with the search director for the purposes of identifying, analysing, assessing, and defining specifically the problem and attendant learning program needs of the teachers.

Upon the completion of the negotiation stage, the search focused on the retrieval of a wide variety of resources stored in the ERIC files related to the learning station concept. These sources involved human, institutional, and bibliographic materials. Some of the categorical information that was"retrieved" for the purpose of locating relevant materials follows:

Classroom Techniques

Classroom Organization

Individual Instruction

Instruction

Programs

Resource Centers

Individualized Instruction

Interest Centers

Learning Centers:
- Instructional Resource Centers
- Learning Resource Centers
- Curriculum Study Centers
- Instructional Materials

Instructional Innovation

Educational Development

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Information received from the computer in such programs is included in this package together with the numbers and abstracts of the studies. The transformation of this raw data into an integrative package that represents the needs of the teachers and school system reflects the essence of this information package.

To facilitate the distribution channels for this information, the package was constructed to communicate with equal ease to the beginning or experienced teacher. Although the experienced teacher may not need to utilize all of the resources located herein, the beginning teacher should find the bibliographic and vendor sections most useful.

As an attempt to continually update and adjust the materials and usefulness of this information kit, the teacher is asked to complete the evaluation form on the last page. In this manner, this open-endedness will allow for relevant input from the main agents relative to its effectiveness, usefulness, and content. By sharing what was most helpful to you, not only can we continually add new information concerning learning stations as called from any available source, but we can also continue to improve the quality and scope of the material.

Barbara Manuel
Language Arts Coordinator
Westford Public Schools

To: Elementary Teachers
From: Barbara Manuel, Reading Coordinator
Re: Assessment of Needs Survey
Date: October 2, 1973

Directions:

On the following page is listed a number of topics which are commonly employed in the contemporary world of education. Your responses will indicate the degree of importance these areas hold for you. Indicate your familiarity and degree of interest by circling a number 1 - 6.

1 means NO familiarity and/or interest, while 6 means an EXTREMELY HIGH DEGREE of familiarity and/or interest.

Master Code Ref.	Buzz Word	To what extent are you familiar with the meaning of this topic?	To what extent do you desire more familiarity with this topic?
1.	Organizing for Individual Differences	1 2 3 4 5 6	1 2 3 4 5 6
2.	Grouping	1 2 3 4 5 6	1 2 3 4 5 6
3.	Individualizing Reading	1 2 3 4 5 6	1 2 3 4 5 6
4.	Interest Centers	1 2 3 4 5 6	1 2 3 4 5 6
5.	Learning Centers	1 2 3 4 5 6	1 2 3 4 5 6
6.	Management	1 2 3 4 5 6	1 2 3 4 5 6
7.	Instructional Materials	1 2 3 4 5 6	1 2 3 4 5 6
8.	Listening Activities	1 2 3 4 5 6	1 2 3 4 5 6
9.	Developmental Reading	1 2 3 4 5 6	1 2 3 4 5 6
10.	Personalized Reading	1 2 3 4 5 6	1 2 3 4 5 6
11.	Enrichment Material	1 2 3 4 5 6	1 2 3 4 5 6
12.	Motivation	1 2 3 4 5 6	1 2 3 4 5 6
13.	Diagnosing Skill Needs	1 2 3 4 5 6	1 2 3 4 5 6
14.	Diagnostic Teaching	1 2 3 4 5 6	1 2 3 4 5 6
15.	Effective Teaching In Skill Areas	1 2 3 4 5 6	1 2 3 4 5 6
16.	Vocabulary Development	1 2 3 4 5 6	1 2 3 4 5 6
17.	Oral Reporting Techniques	1 2 3 4 5 6	1 2 3 4 5 6

18.	Comprehension	1 2 3 4 5 6	1 2 3 4 5 6
19.	Testing Techniques	1 2 3 4 5 6	1 2 3 4 5 6
20.	Testing Procedures	1 2 3 4 5 6	1 2 3 4 5 6
21.	Diagnosing Test Results	1 2 3 4 5 6	1 2 3 4 5 6
22.	Reporting Test Results	1 2 3 4 5 6	1 2 3 4 5 6
23.	Coordinated Handwriting Program	1 2 3 4 5 6	1 2 3 4 5 6
24.	Teaching Writing	1 2 3 4 5 6	1 2 3 4 5 6
25.	Value Clarification Techniques	1 2 3 4 5 6	1 2 3 4 5 6

DEFINITION

What is a Learning Station?

A Learning Station has six component parts:

1. It is located somewhere in space - a wall, bulletin board, hanging on a shelf, or free standing.
2. It is designed to enable the student to reach a specific objective(s).
3. Logical, sequential directions are provided for the student.
4. Multi-media and multi-level activities are available to the learner.
5. Assessment procedures are clearly defined.
6. A means of recording student progress is included.

HOW TO FORMULATE A LEARNING STATION

The wisest words offered are to "BEGIN SLOWLY". Use two or three Learning Stations for reinforcement of skills and/or enrichment lessons. If, for instance, you are teaching syllabication in reading, do a station on this process to help reinforce the concepts.

By starting slowly, and with the cooperation of your class, the stations can become a part of your daily routine. Before too many months have passed you could find your class has been completely individualized through their Learning Stations.

FORMAT OF A STATION

The charted directions in all the Learning Stations should be carefully planned so the children understand each step in the lessions. The sequential steps will provide multi-level activities including a so-called basic lesson and some additional activities. The more able child can complete the basic lesson and go beyond it while the slower child does not meet with frustration, for he would not be expected to complete the basic lesson. This type of planning permits each child to have a feeling of success and cuts down on the slower child's frustration. It is important for each lesson to have some built-in means of evaluation. All children help in the evaluation process.

Learning Stations may provide four types of lessons:

1. A station to parallel some classroom instruction.
2. A station to reinforce a curriculum area.
3. A station to provide enrichment to various curriculum areas.
4. A station to provide the framework for a social science unit which correlates different areas of the curriculum.

PLANNING THE LEARNING STATION

The lesson plans for a Learning Station should be well organized and self-directive. In addition to this they should include some, or all of the following criteria:

1. Activities should contribute to the child's growth in skills, knowledge, work habits, and attitudes.

2. All activities should provide either some means of self-checking, or ways of group evaluation.

3. All plans should provide for individual differences through sequential steps in the lesson plan.

4. All activities should be suited to the maturity of the children in the class.

5. The lessons should provide for creative and challenging experiences in many different areas.

6. The goal of each plan should be for a minimum of teacher involvement.

7. The plans should be so complete and sequential that they can be used again in whole or in part at a future date.

LEARNING STATION RULES

For the independent work done at learning stations it's important that rules be established and it's especially important that the children be the ones who decide what rules are necessary to create an atmosphere where they can do their best work. When you and the children have decided on the rules you need, ask someone to write them out and post the list where everyone can see it easily.

Here are some suggestions. Your students will have other ideas too.

If we can't work well together at the stations, we have to go back to our desks and do some other lessons by ourselves.

We'll help each other.

We'll stay at the station we start at for the full time each day.

It's good to have conversations but they should be quiet conversations.

We'll take turns with the materials. There's enough for everyone to have a turn.

We have to read over the directions and follow them carefully because we're working on our own.

It's important to be a good listener. We can learn from other people at the station.

GROUPING PROCEDURES

Consider the following ways of grouping:

a. grouping for interests
b. grouping for needs
c. grouping with friends
d. grouping by means of sociograms (i.e., finding out with whom the child feels he can do his best work)

THREE WAYS OF GROUPING FOR STATIONS

A. In the beginning stages a teacher may wish to start with only a limited number of stations. Below is a plan to schedule three Learning Stations. These stations could provide enrichment plans or could be planned around a social studies unit.

Days	Station 1	Station 2	Station 3
Monday	Group 1	Group 2	Group 3
Wednesday	Group 3	Group 1	Group 2
Friday	Group 2	Group 3	Group 1

As can be seen from the above chart, these stations occur on three days of the week. In the beginning it is suggested that this type of grouping be used during part of the day. The rest of the day would be arranged around the regular curriculum.

B. Your day may be blocked into periods. These periods can be timed. The fourth period is flexible to allow for other areas of curriculum and free time activities. There are four groups in this plan. The names in each group are posted in the planning area.

Periods	Station 1 Math	Station 2 Language Arts	Station 3 Reading	Station 4 Soc. Sc.
First	Group 1	Group 2	Group 3	Group 4
Second	Group 4	Group 1	Group 2	Group 3
Third	Group 3	Group 4	Group 1	Group 2
Fourth	Group 2	Group 3	Group 4	Group 1

C. This format is for a language arts block of time. Children's experiences within each station are varied according to skill development needs.

Time	Day	Station 1	Station 2	Station 3	Station 4
9:15 to 9:45	M	Listening	Reading	Language	Spelling
	T	Spelling	Listening	Reading	Language
	W	Language	Spelling	Listening	Reading
	Th	Reading	Language	Spelling	Listening
10:00 to 10:30	M	Reading	Language	Spelling	Listening
	T	Listening	Reading	Language	Spelling
	W	Spelling	Listening	Reading	Language
	Th	Language	Spelling	Listening	Reading

BEHAVIORAL GOALS

Threr are several general behavioral goals which should evolve from a Learning Station experience. Due to the Learning Station:

1. Children will know how to work cooperatively in groups.
2. Children will develop independent work habits.
3. Children will plan their time more effectively.
4. Children will discover creative ways of working.
5. Children will know how to explore areas of interest.
6. Children will recognize the sequential steps in a lesson.

7. Children will understand evaluating techniques.

8. Children will know how to use evaluating methods.

INTRODUCING THE LEARNING STATION

To introduce the children to the stations, at the beginning of each week the stations are defined and the groupings for that week are posted on the bulletin board for easy and quick reference. The general plans for all the stations are discussed, and if necessary, the class can read them orally at this time. This method helps the children to understand the overall tasks, and also helps to clarify the procedures necessary to acheive the goals on each station. The children then have the freedom to sequence their tasks according to their own needs.

This type of an introduction also makes it possible for the teacher to be freed from reinforcing directions and to become a true RESOURCE person. In turn, the children have the opportunity to work in a peer group setting with the minimum of interruption.

RECORD KEEPING

Record keeping is of utmost importance. The following is one suggestion to assist in monitoring individual growth.

1. A permanent file should be kept on each student. This file in alphabetical order by student's name will be kept in a file cabinet. It will contain the completed Learning Station material, progression charts for each skill the student works on and the test record card. It is the responsibility of the teacher to keep each student's permanent file up-to-date and complete. In this manner continuous assessment on rate and the success each student experiences with Learning Station material will be recorded.

2. Time Cards

   a. A Time Card is provided for each student for each Learning Station program. It contains the student's name, name of material being used, date and time of beginning the material and date and time of each period of use of the material.

b. The teacher will explain the use of the card when the student first begins in the Learning Station and will daily supervise the student as he fulls out the card until he is familiar with the procedure and can complete it independently.

c. The Time Cards are stored, alphabetically by student's name, in a kit which should be kept readily available to the student.

d. Each time a student begins a new activity, a new Time Card should be used. All Time Cards covering completed activities are placed in the student's permanent file after notation is made by the teacher on the appropriate Progression Chart.

EVALUATION

Evaluation is very important in any learning experience. Prompt evaluative techniques are a means of motivation to most children for they want to know right away how well they did in a learning situation.

An effective means of evaluation is through the use of performance objectives. When you plan a lesson state the specific performance objective for that learning task. For instance, a child has a lesson in alphabetizing to the second letter in a series of words. The specific performance objective is "to have the child aplhabetize to the second letter of each word listed". The objective is accomplished, and an evaluation made, when the child correctly completes this job.

In an individualized program there are many techniques in evaluating children's work. The means you would use are somewhat dependent on the curriculum being covered. Listed below are a number of ways this evaluating process can occur.

1. Provide answer sheets and record keeping materials so children can correct their work and keep records.

2. Use the tape recorder for discussion to see how well children understand concepts.

3. Use the art media to find out how well the children perceive the concepts they studied, and if they can apply it to another media.

4. Use creative writing to find out the perception a child has of the subject.

5. Have children keep anecdotal records. This is especially useful in the science curriculum.

6. Have children keep daily logs of reading work.

7. Use paper and pencil tests to see how well children understand taught concepts.

8. Prepare teacher-made tests for mastery of mathematics concepts.

9. Use creative drama for analyzing children's comprehension skills in reading.

10. Provide a partner, or buddy method, for drills and checking.

11. Make teacher's personal observation records.

12. Use conferences with the teacher.

13. Have children prepare exhibits in science and social studies.

14. Have children make graphs to analyze a problem.

15. Use puzzles to see if a child understands concepts.

16. Make diagrams for children to interpret.

17. Use maps for children to interpret concepts in social science and mathematics.

It is of course the responsibility of a teacher to help evaluate a child's learning and progress. Such an evaluation need not be threatening to a child if the teacher has tailored the learning to each individual and provided meaningful experiences for ALL the children in the class. The methods of evaluation described above should give both teacher and child a good picture of his progress in a non-threatening way.

A SAMPLE LEARNING STATION EXPERIENCE

In order to plan a correlated Learning Station experience, it is a good idea to start with a theme. As a means of demonstrating how this can be done, the Learning Station experience described on the following pages has as its theme SPRING. The motivation for this theme is developed through the use of puppetry. There are four stations and this means there are four groups of children. These groups, as described, will work through language, art, math, and science stations during the course of each week.

Below is the grouping chart:

Days	Station 1	Station 2	Station 3	Station 4
Mon.	Group 1	Group 2	Group 3	Group 4
Tues.	Group 4	Group 1	Group 2	Group 3
Wed.	Group 3	Group 4	Group 1	Group 2
Thurs.	Group 2	Group 3	Group 4	Group 1

The lesson plan of each station is carefully developed in order to insure that the children meet with success in the culminating activity of the puppet plays.

FIRST WEEK

Language Station -- The lesson is concerned with words related to spring and puppetry. The activities include defining specific words, using syllabication and accent marks, picking out root words. When the skill exercises are completed, the children will then use the designated words in writing a paragraph about their play.

Art Station -- The children follow directions for the making of the form for their puppets. The puppet plays are to be about animals so the puppets will depict a variety of animals.

Math Station -- The children will measure a pattern for the puppet's sleeve. They use grid paper (1/2" = 1 sq.) to make the pattern and then will cut it out, color the sleeve and record their measurements.

Science Station -- Children will have a dittoed book on birds. They will listen to a prepared tape on birds and their habitats and then complete the work in their booklets.

SECOND WEEK

Language Station -- The children will categorize "spring" words and will be working with descriptive words. They will then use them in poetry, cinquains and/or haiku.

Art Station -- There will be an oral language lesson with children discussing feelings, expressions. This is done with a student leader and a tape recorder, or under the direction of a para-professional. They will continue to work on the puppets and will start painting their puppets.

Math Station -- The children will measure the classroom in preparation for the presentation of the puppet play. They will work on a grid (1/2" = 1 foot) to arrange cut-out furniture and a stage to plan the seating arrangement. The question is "how many will we be able to seat?"

Science Station -- The children will listen to a tape about spring and animals. Children will complete the work in these books and discuss spring in relation to animals.

THIRD WEEK

Language Station -- The children will prepare the posters to advertise the puppet plays. They will be encouraged to think of the "w's" - why, when, where, who and what. They will also work on phrases and catch words.

Art Station -- They will finish the puppet work, sew the dress which was cut from the pattern. The- will start the rehersal of their plays.

Math Station -- The children will use the language from their language station and make their advertising poster. They will measure the border, areas for illustrations, size or letters, and placement of words.

Science Station -- They will continue with the "spring" theme. Each child has a prepared booklet on plants. They will lsiten to the prepared tape and then work on their individual booklets and projects.

FOURTH WEEK

Language Station -- They will prepare the material for the spring edition of the class newspaper. The puppet plays will be advertised in the newspaper.

Art Station -- They will rehearse the puppet plays about animals. The stress will be on motion and voice.

Math Station -- The children will time the puppet plays. The concepts of longer, shorter will be developed and they will use bar graphs to show this.

Science Station -- They will study about weather by listening to a prepared tape on weather and seasons. They will then do individual work in specially prepared booklets on weather and complete other individual projects.

FIFTH WEEK

Language Station -- The children will be given their directions in the form of a letter. It will tell them to write a letter to a friend informing him about the puppet plays.

Art Station -- They will continue the rehersal of the plays, checking their movement in and out of the puppet stage.

Math Station -- They will prepare scenery for the plays and develop the concepts of nearer, near, and distant.

Science Station -- The children will study about machines by listening to prepared tape on machines and the particular work machines do in spring. They will work in their individually prepared booklets.

SIXTH WEEK

This is the week that the puppet plays are presented to the school. The children have prepared a bulletin board with their posters. The letters and newspaper are completed. The letters have been sent to friends and the newspapers have been distributed throughout the school. And so, with all this preparation, the culminating activity, the puppet plays of animal stories, should be enthusiastically presented in the children's creative fashion. Their confidence will have been enhanced through the carefully planned Learning Stations' experiences in the preceding weeks.

SUGGESTIONS FOR EVALUATING PROGRAMMED INSTRUCTION MATERIALS

In using programmed instruction, the burden of instructional effectiveness is on the program. This being the case, the selection of materials becomes a more vital decision than it is in choosing conventional text books. This makes it imperative that the person who is responsible for choosing materials have a reliable method of evaluating the many different programs that will be available to him.

Publishers of programs for the past several years have been exhorted to include a validation statement with their programs. Such a statement, if included, provides a summary of the conditions that were met in the research, development, and testing of the program. If a validation statement is not included, and if one cannot be obtained upon request by the potential user, then it is difficult to make any appropriate assessment of whether or not the program can actually do what it is purportedly assigned to do, except through long-term, "on-site" testing, which is impractical for most users.

Criteria which, if included in the validation statement, provide adequate information with which to judge the program are:

Learner Population: A general description of how the subjects were selected, their entering levels in terms of age, educational level, and I.Q. should be contained as pre-requisite knowledge for any program.

Assessment: The program should include a pretest-post-test design based upon the stipulated behavioral objectives of the program. All test items must be related to objectives and the reliability of all instruments included.

Objectives: The objectives of the program should be clearly stated in terms of what the learner should be able to do upon completion of the unit. These should be defined in unambiguous terms, delineating conditions of performance and levels of proficiency to be obtained.

Conditions of Field Testing: Conditions under which the experimental population were exposed should be stated as well as the number in the group at the beginning and completion of the testing. Other parameters included should be the location of the testing area, the time requirements for completing the program, achievement levels, and motivation given by the tester.

Recommendations for Use: The programmed text should give some suggestions for program administration as indicated by the producer's experience and include a teacher's and a student's manual. Within the teacher's manual, there should be an interpretation and scoring key for all test items. The student's manual should contain a statement which informs the learner why it is important to learn the particular unit.

Although the specifics within validation statements vary with the program, the foregoing are deemed essential, to assist a coordinator in the task of selecting effective programs with an educated judgment.

AUTO-INSTRUCTIONAL MACHINES SYSTEM

Listed below is a partial list of recommended auto-tutorial equipment:

Tape Recorder- A machine with a reel or cassette for prepared tapes or developing applicable programs designed for earphone use.

Record Player- A machine for playing records designed for earphone use

Filmstrip Projector with Cassette Recorder and Record Player- An individual audiovisual machine with prepared filmstrips with corresponding prepared tapes or records and a small screen for viewing. Earphones may be used.

Tachistoscope- An individual reading machine for pacing or accelerating reading, for developing eye muscle control and proper visual coordination in reading.

Controlled Reader- An instrument with viewing area which contains both tachistoscipe and pacer features.

Pacer- An individual manual or electric machine with screen developed to encourage or increase the reading pace.

General Teaching Machines- Individual manual or electrical instruments designed to teach programmed material and reinforce learning in a cariety of subject areas.

Overhead Projector- A machine designed to visually present on transparencies information for orientation programs and subject matter areas.

8mm Single Concept Projector- A film projector for individual use, which utilizes a removable cartridge-type film for continuous rerun.

Independent Study Film Projector- A small individual movie projector.

Dial Access Retrieval System- A sound system having storage and retrieval capabilities from reel to reel or cassette programs. These programs can be dialed into by students from various local stations with either monitor response, self-recording, playback, or tutorial features.

VENDORS

This is the era of change, a time in which automation and technology habe begun to reform education. Technology is greatly influencing educational methods and objectives. It provides the development of equipment and materials which are desperately needed in the individualized learning program.

The majority of materials are supplied by the following:

Addison-Wesley Publishing Co.
Reading, Ma. 01867

Allyn and Bacon, Inc.
470 Atlantic Avenue
Boston, Ma. 02210

Appleton-Century-Crofts
440 Park Avenue South
New York, N.Y. 10016

Behavioral Research Laboratories
Box 577
Palo Alto, California

R. R. Bowker Co.
1180 Avenue of the Americas
New York, N. Y. 10036

California Test Bureau
Div. of McGraw-Hill Book Co.
Del Monte Research Park
Monterey, Ca. 93940

Central Scientific Co.
1700 Irving Park Road
Chicago, Ill. 60601

Doubleday & Company, Inc.
501 Franklin Avenue
Garden City, N. Y. 10017

Duporn Industrial Training Ser.
Room 7450, Nemours Building
Wilmington, De. 19898

Education Engineering, Inc.
381 W. Seventh Street
San Pedro, Ca. 90731

Educational Services &
Supplied Co., Inc.
261 Alhambra Circle
Coral Gables, Fl. 33134

Educational Systems Development
31270 Stephenson Hwy.
P. O. Box 457
Royal Oak, Mi. 48068

Educational Technology Publishers
140 Sylvan Avenue
Englewood Cliffs, N. J. 07632

The Effective Learning Corp.
28 West Canal Street
Navares, Oh. 44662

Encyclopedia Brittanica Press
425 N. Michigan Avenue
Chicago, Il. 60611

Entelek Incorporated
42 Pleasant Street
Newburyport, Ma. 01950

Follett Publishing Co.
1010 W. Washington Blvd.
Chicago, Ill. 60607

General Learning Corp.
Career Advancement Programs
3 E. 54th Street
New York, N. Y. 10022

Ginn & Company
Statler Building
Boston, Ma. 02117

Globe Book Company, Inc.
175 Fifth Avenue
New York, N. Y. 10010

Graflex Education & Training
235 Park Avenue South
Suite 1200
New York, N. Y. 10003

Grolier Education Corp.
(Teaching Materials Corp.
575 Lexington Avenue
New York, N. Y. 10022

Harcourt Brace, Jovanovich, Inc.
757 Third Avenue
New York, N. Y. 10017

Harper & Row Publishers, Inc.
49 E. 33rd Street
New York, N. Y. 10016

Hobart Welding School
Trade Square East
Troy, Oh. 45373

Hope College
Holland
Michigan 49423

Imperial Production, Inc.
Department K
Kankakee, Il. 60901

Instructional Materials
Availability Center
Office of Instructional Resources
University of Illinois at Chicago
Circle, Box 4348
Chicago, Il. 60680

International Educational
Services, Inc.
Div. of International Textbook
Dept. 852 A
Scranton, Pa. 18515

Lyons & Carnahan, Inc.
407 E. 25th Street
Chicago, Il. 60616

The Macmillan Company
866 Third Avenue
New York, N. Y. 10022

McCormic-Mathers Publishing Co.
Wichita, Ka. 67201

McGraw-Hill Book Co.
330 W. 42nd Street
New York, N. Y. 10036

Medical College of Georgia
Bookstore
Augusta, Ge. 30902

Charles E. Merrill Books, Inc.
1300 Alum Creek Drive
Columbus, Oh. 43216

Noble & Noble Publishers
750 Third Avenue
New York, N. Y. 10017

National Educational
Association
1201 16th St., N. W.
Washington, D. C. 20036

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Englewood Cliffs,
New Jersey 07632

The Psychological Corp.
304 East 45th Street
New York, N. Y. 10017

J. Ravin Publications
P. O. Box 114
El Segundo, Ca. 90245

Resources Development Corp.
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East Lansing, Mi. 48823

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Philadelphia, Pa. 19105

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Concord, Massachusetts

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Chicago, Il. 60614

University of Chicago Press
Chicago, Il. 60637

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Los Angeles, Ca. 90024

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Chicago, Il. 60608

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605 Third Avenue
New York, N. Y. 10016

Xerox Corporation
600 Madison Avenue
New York, N. Y. 10022

ERIC FILE ABSTRACTS

ED049087
TI- Newspaper Activities for Elementary Children
AB- "How to Begin" instructions are given in this Teacher's Guide followed by illustrated sections on using the newspaper in the language arts, mathematics, social studies, science, and art programs. The activities in language arts include: work study and spelling, speaking and listening, composition and handwriting, comprehension and critical thinking.

ED- Ed045330
TI- Model Programs: Childhood Education. Exemplary Center for Reading Instruction
AB- Begun as a remedial reading center with ESEA Title III funds, the exemplary center for reading instruction (ECRI) has developed into a reading resource center.

ED- EJ015060
AU- Flurry, Ruth
TI- How Else?
AB- A report on the principles and practices of the British Primary Schools. (DR)

ED- Ed044402
TI- An English Language Arts Curriculum Guide: K-3. Volume 1
AB- This language arts curriculum guide is for use by teachers, administrators, and curriculum coordinators contains, for each level, list of behavioral objectives, suggested materials, and suggested activities.

ED- Ed040789
AU- Swickard, Sara R., and others
TI- Language Arts and the Migrant Child, Diagnosis and Prescription.
AB- Goals, activities, methods, and techniques are suggested in this 1969 document for improving instruction in the language arts for the migrant child.

ED- Ed027946
AU- Baldwin, Virginia
TI- Integrated, independent and individual learning activities, first and second grades. Summer learning activities, second and third grades. Boston-Northampton language arts program, ESEA - 1965, projects to advance creativity in education.
AB- Part I contains lists of suggestions of activities for unsupervised work at centers for learning.

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ED- Ed023176
AU- Klausmeter, Herbert J., Ed.; and others
TI- Research and Development Activities in R & I Units of Five Elementary Schools of Racine, Wisconsin, 1966-67. Report from Project Models.
AB- Experimental educational programs emphasizing individualized instruction and motivation were conducted with classes from kindergarten through grade 6. Projects analyzed individualization and motivational procedures in mathematics, individualization in handwriting and spelling, instructional procedures in language arts for disadvantaged children, and the effects of increased home-school contact on parental attitudes and student achievement. Field testing revealed which control groups for the research and instruction units were adequate and also which strategies for ascertaining pupil achievements were appropriate. Administration of a teacher opinion scale confirmed that student behavior, achievement, motivation, and attitudes were better in R & I classes than in control classrooms. (JK)

ED- Ed017409
AU- Harris, Larry A.
TI- Title III (PACE) Projects on Reading, Eric/crier Reading Review Series, Volume I, Bibliography 6.
AB- A listing of 69 planning and operational grants related to reading approved during the discal year 1966 is presented. The bibliography is a complete listing of all the reading-related pace projects reported through 1966 and includes material from all levels of education.

ED- Ed016211
AU- Brownell, John; and others
TI- Final Evaluation of the 1967 Summer Experimental Program of the Hawaii Curriculum Center.
AB- This is an evaluation of a summer program for testing and evaluating materials developed at the Hawaii Curriculum Center carried out in June and July, 1967, at the University Laboratory School in Honolulu.

ED- Ed014486
TI- The English Program of the USOE Curriculum Study and Demonstration Center Materials Currently Available.
AB- After five years of federally supported curriculum research in English, 14 study centers and five demonstration centers are now making the results of their work available to the public. This pamphlet lists titles of reports and instructional materials.

ED- Ed014368
AU- Petty, Paul V.; and others
TI- Catalog of Educational Innovations in the Oklahoma Public Schools.
AB- One hundred and eighteen instructional innovations in seventy-five Oklahoma School Districts are described in this booklet. The material was chosen either because it presented a completely new idea or because it presented some innovative means of implementing a familiar idea.

ED- Ed027067
AU- Lee, Dorris M.; Allen, R. V.
TI- Learning to Read Through Experience. Second Edition
AB- This book discusses a plan for "Learning to Read Through Experience." It is a plan for developing reading ability as an integral part of the development of all the communication skills. Five chapters comprise the text of the book: (1) Reading as Communication, (2) Gauging a Child's Development, (3) Language Experiences in Reading Development, (4) A Good Learning Environment, and (5) Group and Individual Activities. Appendices are as follows: (A) Basic Word List, (B) Relationship of Communication Skills, (C) Observation Chart, and (D) Tests.

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* Spache, Evelyn B., Reading Activities for Child Involvement, Allyn & Bacon Inc., Rockleigh, N. J. 07647.

*Note: Available from the Reading Dept. Resource Center, Westford, Massachusetts

Teachey, Wm. G. & Carter, Joseph B., Learning Laboratories, Educational Technology Publisher, Englewood Cliffs, N. J. 07632, 1971.

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* York, Jean, "Instructional Materials", Elementary English, Nov. - Dec. 1973, pp. 1243-1248.

Personalized Learning Activity Centers for Education Project PLACE, Lynchburg Public School System, 950 Court St., Lynchburg, Va., 24504.

* "Individualize With Learning Stations"by Ms. Godfrey, Teacher, September, 1973, Vol. 91, Number 1, pp. 59 - 108.

Wallen, Carl J., "Independent Activities: A Necessity, not a Frill, The Reading Teacher, December, 1973, pp. 257-262.

* Ziegler, Robert J., "Checking Out Instructional Change", Teacher, January 1974, Vol. 91, No. 5, pp. 38 - 39.

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Learning Activity Package Bank, Dr. Wm. Wm. Kalenius, Adm. of Public Services/Research, Clover Park School District, 5214 Steilacoom Blvd., Lakewood Center, Wa., 98499.

UNIPAK, Learning Activity Package Bank, Educational Resource Center, Visalia, Ca. 93277.

*Note: Available from the Reading Dept. Resource Center, Westford, Massachusetts

EVALUATION SHEET

Please indicate your evaluation of this package beside each step. Use one of the following symbols:

* = helpful
\+ = most helpful
0 = already knew this step
X = not helpful, needs improvement

Other comments may be written on the bottom of the page.

_____ Introduction

_____ Definition

_____ How To Formulate a Learning Station

_____ Format of a Station

_____ Planning of the Learning Station

_____ Learning Station Rules

_____ Grouping Procedures

_____ Three Ways of Grouping for Stations

_____ Behavioral Goals

_____ Introducing the Learning Station

_____ Record Keeping

_____ Evaluation

_____ A Sample Learning Station Experience

_____ Suggestions for Evaluating Program Instructional Materials

_____ Auto-Instructional Machines System

_____ Vendors

_____ Eric File Abstracts

_____ Bibliography